Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Floydada Independent School District		226 W California	
Mailing address line 2	**City**	**State**	**ZIP Code**
	Floydada	TX	79235

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
077-901	4	17	19	

Primary Contact

First name	M.I.	Last name	Title
Wayne		Morren	Principal
Telephone #	**Email address**		**FAX #**
(806) 983-4970	wmorren@floydadaisd.esc17.net		(806) 983-5843

Secondary Contact

First name	M.I.	Last name	Title
Monica		Smith	Curriculum Director
Telephone #	**Email address**		**FAX #**
(806) 983-5382	msmith@floydada.esc17.net		(806) 983-5843

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Gilbert		Trevino	Superintendent
Telephone #	**Email address**		**FAX #**
(806) 983-3498	gtrevino@floydada.esc17.net		(806) 983-5739

Signature (blue ink preferred) — Date signed

Gilbert Trevino — 1/21/14 1/21/14

* Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	☒
2	Required Attachments and Provisions and Assurances	X	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	X	☐
6	Program Budget Summary	X	☐
7	Payroll Costs (6100)	X	☐
8	Professional and Contracted Services (6200)	X	☐
9	Supplies and Materials (6300)	X	☐
10	Other Operating Costs (6400)	X	☐
11	Capital Outlay (6600/15XX)	X	☐
12	Demographics and Participants to Be Served with Grant Funds	X	☐
13	Needs Assessment	X	☐
14	Management Plan	X	☐
15	Project Evaluation	X	☐
16	Responses to Statutory Requirements	X	☐
17	Responses to TEA Requirements	X	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 077-901	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Floydada ISD is applying for the **Educator Excellence Innovation Program (EEIP)** in order to provide a comprehensive program to district staff that will systematically transform educator quality and effectiveness through improved and innovative school district-level recruitment, preparation, hiring, induction, evaluation, professional development, strategic compensation, career pathways, and retention, to systematically transform district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of **economically disadvantaged students enrolled in our district which is 73.3% with 39.0% of our students considered at risk**. The program will benefit district personnel and students by increasing teacher effectiveness which then will increase students' academic achievement and performance. The purpose and goals of the EEIP program align with the objectives and goals in our campus and district improvement plans.

The district's EEIP budget was developed with the assistance of our site and district-based decision committee. We also sought input from other district personnel during the program development process. The site-based decision committee also is responsible for the design of our needs assessment process, its efficacy, as well as determining how and when the process needs to be changed and/or updated.

By reviewing the 3 tables located in Executive Summary, one can see the status of our teachers experience, salaries, retention rates and students' academic scores which all align to the goals and purpose of the EEIP grant.

The management plan for our grant include the superintendent, who is responsible for providing district level support for the implementation and final accountability for program implementation; campus principal(s) will be providing day to day campus level support and accountability for the grant project and implementation; the Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed; district personnel will actively support all program activities and initiatives. The external evaluation agency has designed a plan that is robust and cost effective and is framed by the project goals and objectives. Project measures were aligned to EEIP program goals and developed with the site based decision committee. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC standards, and will monitor these benchmarks to monitor progress on meeting objectives. Our application as well as the designed EEIP program has answered and replied completely and accurately to all statutory requirements and TEA requirements.

Floydada ISD has approximately 71 teachers, 3 principals with 825 students. The following chart provides the number of teachers, years of experience, district average salaries compared to average state salaries. FISD's average years of experience for our teachers are 12.6 years and average years with the district are 7.4 years. Teacher turnover rate is 8.5% compared to the state average of 15.3%.

Teachers by Experience	Floydada ISD	Percentage	District Average Salary	State Average Salary	Difference
Beginning Teachers	7.0	9.9%	$31,644	($41,878)	($10,227)
1-5 Years Experience	16.8	23.6%	$33,327	($44,354)	($11,010)
6-10 Years Experience	11.0	15.5%	$38,225	($46,784)	($8,548)
11-20 Years Experience	16.1	22.7%	$44,589	($50,587)	($5,982)
Over 20 Years Experience	20.1	28.3%	$48,932	($58,291)	($9,339)
Campus Principal			$61,734	($71,259)	($9,525)

As noted in the table above 51.0% of our teachers have over 11-20 years of experience. We have 71 teachers, 86.5%, with Bachelors degrees, 61 teachers, 13.5%, with Masters degrees, versus 23.1% state average with Masters degrees.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

While performance based compensation is a key requirement of EEIP, the program requires districts to develop a comprehensive approach to teacher and principal effectiveness that aligns compensation with other processes such as evaluation, professional growth, career development, and leadership opportunities. The long-term goal of our EEIP program is to increase student learning. To that end, the measurement of student learning growth must be a significant factor in educator performance evaluation and compensation.

The following table illustrates the district's STAAR scores at various phase-in and levels:

Subject	STAAR at Phase-in 1 Level II/Above		STAAR at Final Level II/Above		STAAR at Level III/Advanced	
	District	State	District	State	District	State
All Subjects	69%	77%	24%	35%	7%	13%
Reading	70%	80%	27%	41%	8%	17%
Math	77%	79%	29%	34%	13%	15%
Writing	53%	63%	20%	32%	0%	4%
Science	76%	82%	25%	33%	4%	10%
Social Studies	58%	76%	17%	26%	1%	9%

Floydada ISD's 2013 Accountability Summary showed the district Met Standard with the following Performance Index Report:

Index 1 – Student Achievement		Index 2 Student Progress		Index 3 – Closing Performance Gaps		Index 4 – Postsecondary Readiness	
District	Target	District	Target	District	Target	District	Target
69	50	38	21	64	55	84	75

Although FISD Met Standard, within the next few years the state accountability standard scores will move towards the STAAR Final Level II and then Level III Advanced scores. Floydada ISD will require more effective, quality educators and principals. In order to provide these effective educators and principals the district will implement our EEIP program.

The objectives for our EEIP program are as follows:

Objective 1: Improve student learning and student academic performance.

Performance measure: Increase STAAR at Phase-in 1 Level II/Above by 5% by the end of Year 1 and STAAR at Final Level II/Above by 5% by the end of Year 2.

Objective 2: Improve educator/teacher effectiveness and quality.

Performance measure: Complete 70% of teacher formal evaluations by the end of Year 1 and Complete 100% of teacher formal evaluations by the end of Year 2.

Objective 3: Improve the quality, effectiveness and efficiency of district personnel.

Performance measure: Complete 70% of district personnel formal evaluations by the end of Year 1 and Complete 100% of district personnel formal evaluations by the end of Year 2.

Objective 4: Improve the quality, effectiveness and efficiency of campus principals.

Performance measure: Complete 70% of principal formal evaluations by the end of Year 1 and Complete 100% of principal formal evaluations by the end of Year 2.

Objective 5: Develop a Floydada ISD EEIP program using the 6 required practices and the 2 preferred practices.

Performance measure: Implement the FISD EEIP program before the start of the 2014-2015 school year.

The Floydada EEIP program will consist of the 6 required practices - **Induction and Mentoring; Evaluation; Professional Development and Collaboration; Strategic Compensation and Retention** and the 2 preferred practices – **Recruiting and Hiring; and Career Pathways and we will use the TAP Process as our implementation model.** The district will provide ongoing commitment to the goals of the EEIP program after funding is over because the process will be built into our improvement plans and district culture. In order to continue an EEIP program, the district will need to continually seek additional funding sources, federal, state, and foundation.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 077-901	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	
Project period: April 1, 2014, through August 31, 2016	Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$242,133	-	$242,133	$242,133	-	$242,133
Schedule #8	Professional and Contracted Services (6200)	6200	191,500	-	191,500	191,500	-	191,500
Schedule #9	Supplies and Materials (6300)	6300	7,500	-	7,500	7,500	-	7,500
Schedule #10	Other Operating Costs (6400)	6400	10,000	-	10,000	10,000	-	10,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	-	-	-	-	-	-
	Total direct costs:		$451,133	-	$451,133	$451,133	-	$451,133
	Percentage% indirect costs (see note):		N/A	-	N/A	N/A	-	N/A
	Grand total of budgeted costs (add all entries in each column):		$451,133	-	$451,133	$451,133	-	$451,133

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$0	$0
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$0	$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			$	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project coordinator			$	$
5	Project Director	1		$65,000	$65,000
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18	Subtotal employee costs:			$65,000	$65,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay - $65 per day for 120 days			$7,800	$7,80
20	6119 Professional staff extra-duty pay - $25 per hour for 850 hours			$21,250	$21,250
21	6121 Support staff extra-duty pay – 7 extra-duty Career Pathway Positions			$42,500	$72,000
	6121 Strategic Compensation for 71 teachers, 3 principals			$74,000	$80,000
22	6140 Employee benefits @ 15%			$31,583	$31,583
23	61XX Tuition remission (IHEs only)			$	$
24	Subtotal substitute, extra-duty, benefits costs			$177,133	$177,133
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$242,133	$242,133

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
	a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$**	**$**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Program Evaluation	☐	$5,000	$5,000
2	Mentor Program – design and implementation	☐	$9,500	$9,500
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:		$14,500	$14,500

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1

Specify topic/purpose/service: **Professional Development** ☐ Yes, this is a subgrant

Describe topic/purpose/service: PD for TAP and from NIET

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$30,000	$30,000
Contractor's supplies and materials		$	$
Contractor's other operating costs		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
Total budget:		$30,000	$30,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 077-901 | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2

Specify topic/purpose/service: **Accelerated Schools Process PD** ☐ Yes, this is a subgrant

Describe topic/purpose/service: Leadership team training, New teacher orientation, Lesson Planning for Power Learning, Powerful Learning I & II, Cadre/Strategic Action Team training, Superintendent/principal training sessions, Summer institute: Transforming the classroom – 3 campuses

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$117,000	$117,000
Contractor's supplies and materials		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
Total budget:		$117,000	$117,000

3

Specify topic/purpose/service: **Data analysis provider** ☐ Yes, this is a subgrant

Describe topic/purpose/service: This cost is for a service provider to up and download needed data @ $10,000 per campus

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services		$30,000	$30,000
Contractor's supplies and materials		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
Total budget:		$30,000	$30,000

4

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services			
Contractor's supplies and materials		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
Total budget:			

5

Specify topic/purpose/service: ☐ Yes, this is a subgrant

Describe topic/purpose/service:

Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
Contractor's payroll costs	# of positions:	$	$
Contractor's subgrants, subcontracts, subcontracted services			
Contractor's supplies and materials		$	$
Contractor's capital outlay (allowable for subgrants only)		$	$
Total budget:			

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 077-901 | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

			Year 1	Year 2
6	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:			
7	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:			
8	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$

	Year 1	Year 2
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$177,000	$177,000
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	$	$
b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$14,500	$14,500
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$177,000	$177,000
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$	$
(Sum of lines a, b, c, and d) Grand total	$191,500	$191,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 077-901	Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		

6399	Technology software—Not capitalized	$	$
6399	Supplies and materials associated with advisory council or committee	$	$
	Subtotal supplies and materials requiring specific approval:	$	$
	Remaining 6300—Supplies and materials that do not require specific approval:	$7,500	$7,500
	Grand total:	$7,500	$7,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 077-901		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees) Specify purpose: Travel for both in and out of state employees	$10,000	$10,000
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$
	Subtotal other operating costs requiring specific approval:	$10,000	$10,000
	Remaining 6400—Other operating costs that do not require specific approval:	$	$
	Grand total:	$10,000	$10,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 077-901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	**Description/Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$0	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 825

Category	Number	Percentage	Category	Percentage
African American	29	3.6%	Attendance rate	95.5%
Hispanic	629	78%	Annual dropout rate (Gr 9-12)	0.0%
White	142	17.6%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	72%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	9%
Economically disadvantaged	591	73%	Students taking the ACT and/or SAT	18%
Limited English proficient (LEP)	79	9.8%	Average SAT score (number value, not a percentage)	NA
Disciplinary placements	97	-	Average ACT score (number value, not a percentage)	19.8

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2	2.8%	No degree	0	0%
Hispanic	9.8	13.8%	Bachelor's degree	61.4	86.5%
White	58.2	82%	Master's degree	9.6	13.5%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	23.8	33.5%	Avg. salary, 1-5 years exp.	33,327	N/A
6-10 years exp.	11	15.5%	Avg. salary, 6-10 years exp.	38,225	N/A
11-20 years exp.	16.1	22.7%	Avg. salary, 11-20 years exp.	44,589	N/A
Over 20 years exp.	20.1	28.3%	Avg. salary, over 20 years exp.	48,932	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	58	54	54	68	66	64	51	68	44	49	64	62	75	48	825
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	58	54	54	68	66	64	51	68	44	49	64	62	75	48	825

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	4	4	4	4	4	4	4	6	6	6	8	8	6	71
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	3	4	4	4	4	4	4	4	6	6	6	8	8	6	71

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilized local discretion in planning and designing the Floydada ISD 2014-2016 ***Educator Excellence Innovation Program (EEIP)*** grant program to support the unique needs of our students and educators to carry out the legislative intent supported by the Texas Education Code TEC, §21.7011.

Assessment Process:

The site-based decision committee shares information that they gather from multiple sources that is related to professional development, teacher evaluation, EEIP, student achievement and growth of students in all groups within the district. School Board members are briefed each month from district leaders on their success and the district priorities. Once all stakeholders are on board, any priorities (new or otherwise) are added to the District Plan. A comprehensive needs assessment completed by the site-based decision committee utilizing surveys, student performance records and data, district and campus improvement plans, observation and walkthrough results data, was conducted to analyze the current status of teacher and principal effectiveness in the district and determine future needs.

Research shows a growing body of evidence that existing pay structures do not respond to labor force realities or adequately compensate the hard work of countless excellent teachers. Proponents argue that to attract and retain high quality educators, the teaching profession must recognize and reward teachers who accelerate student learning and those willing to take on the most challenging assignments, rather than basing compensation entirely on years of experience and degrees earned.

With a growing body of research illustrating the importance of effective teachers and principals in driving increased student learning (Hanushek, E. 1992), Floydada ISD is more committed to more fully understanding how to use strategic compensation systems and other supports to increase effective teaching in our high-need schools. This is in part an economic imperative that demands attention at the local level as an effective teacher can increase the annual earnings of a class of twenty students by $400,000 over time. (Hanushek, E., (2011) We have learned through research that districts, schools, and teachers who are adding significant value through increased collegiality, improved teaching practice, better professional development, are most importantly, increasing student learning and achievement.

Prioritized Needs

The primary and first priority for any school district is academic achievement and advancement. When students drop out of school, the course of their lives may be totally reset. Dropouts typically earn less than their peers with more education. According to the U.S. Census Bureau Survey, the population of U.S. 18- through 24-year-olds not enrolled in school and without a high school diploma or GED was 16.4 percent in 2011. Therefore we prioritized our needs as follows:

1. FISD needs to improve student learning and student academic performance.
2. FISD needs to develop a Floydada ISD EEIP program using the 6 required practices and the 2 preferred practices.
    - Including the 6 required practices - *Induction and Mentoring; Evaluation; Professional Development and Collaboration; Strategic Compensation and Retention* and;
    - The 2 preferred practices – *Recruiting and Hiring; and Career Pathways.*
3. FISD needs to improve educator/teacher effectiveness and quality.
4. FISD needs to improve the quality, effectiveness and efficiency of campus principals.
5. FISD needs to improve the quality, effectiveness and efficiency of district personnel.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	FISD needs to improve student learning and student academic performance.	By systematically transforming district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness processes. The EEIP program will improve student performance by fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field.
2.	FISD needs to develop a Floydada ISD EEIP program using the 6 required practices and the 2 preferred practices.	New models of recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention will be evaluated for their effectiveness in fostering effective teaching and improving student performance.
3.	FISD needs to improve educator/teacher effectiveness and quality.	Through the funding of innovative practices that target the entire timeline of a teacher's career and with the implementation of the EEIP program.
4.	FISD needs to improve the quality, effectiveness and efficiency of campus principals.	By systematically transforming campus administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of economically disadvantaged students.
5.	FISD needs to improve the quality, effectiveness and efficiency of district personnel.	By systematically transforming district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of economically disadvantaged students.

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Schedule #14—Management Plan

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent	He is responsible for providing district level support for the implementation and final accountability for program implementation. The superintendent is also responsible for the contract between the district and the service providers.
2.	Campus Principals	The campus principals and assistant principals will be providing day to day campus level support and accountability for the grant project implementation, as well as provide oversight for all other campus staff and the Project Manager.
3.	Project Manager	This position will bring a great deal of experience in educator excellence innovation programs to the district's grant program. The Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed.
4.	All Levels of District Personnel	All levels of the district administration including the Superintendent, curriculum coordinator, technology coordinator, campus principals, teachers, project director, librarians, counselors, etc., will actively support all program activities and initiatives.
5.	External consultants	All external consultants will be qualified and experienced in their areas of expertise in the areas of professional development, program development, evaluation, implementation, and data analysis. All of the district's procedures for hiring external consultants will be observed and followed.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Improve student learning and student academic performance.	1.	Increase STAAR at Phase-in 1 Level II/Above for content areas by 5% by the end of Year 1.	04/01/2014	08/31/2015
		2.	Increase STAAR at Final Level II/Above for content areas by 5% by the end of Year 2.	09/01/2015	08/31/2016
		3.	Increase STAAR at Phase-in 1 Level II/Above for All Subjects by 5% by the end of Year 1.	04/01/2014	08/31/2015
		4.	Increase STAAR at Final Level II/Above for All Subjects by 5% by the end of Year 2.	09/01/2015	08/31/2016
2.	Develop a Floydada ISD EEIP program	1.	Develop new EEIP program	04/01/2014	08/01/2014
		2.	Develop the 6 required practices and 2 preferred	04/01/2014	08/01/2014
		3.	Develop observation/evaluation rubrics	04/01/2014	08/01/2014
		4.	Implement EEIP program	04/01/2014	08/31/2016
3.	Improve educator/teacher effectiveness and quality	1.	Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2.	Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3.	Develop professional development plans	04/01/2014	08/31/2016
		4.	Develop EEIP meetings schedules	04/01/2014	08/31/2016
4.	Improve the quality, effectiveness and efficiency of campus principals	1.	Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2.	Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3.	Develop professional development plans	04/01/2014	08/31/2016
		4.	Develop EEIP meetings schedules	04/01/2014	08/31/2016
5.	Improve the quality, effectiveness and efficiency of district personnel	1.	Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2.	Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3.	Develop professional development plans	04/01/2014	08/31/2016
		4.	Develop EEIP meetings schedules	04/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district bases its overall management structure on the Total Quality Management modeled and piloted at the APQC in Houston, Texas. Through a data-feedback loop, the evaluation system will support continuous improvement using the methodology of the APQC based on Total Quality Management (TQM).Based on this model, the Project will be led by the Management Leadership Team comprised of the district Superintendent, day-to-day implementation and management will be provided by the Project Director who has a successful track record of project management. As Project Director they will be responsible for the implementation of the project plan, on time and within budget. The Project Director will work with the collaborative implementation team, the project evaluators, and the Management Leadership Team to accomplish the project goals and objectives. The Management Leadership Team and the Implementation Team will meet monthly.

The Implementation Team will be facilitated by the project director who will guide the team to define and detail the final project needs, project objectives, project milestones, final project activities, and measurable outcomes. With input from the Evaluation Team, the Implementation Team will review outcome data, formative assessment data as part of a continuous improvement process. Necessary changes to the project design and plan, based on assessment data, will be presented first to the Implementation Team and then to the Management Leadership Team for approval. The specific activities to be carried out by the partners will be finalized during the first month of funding and will be reviewed quarterly to determine any revised or new needs. Any suggested changes will flow through the project procedural chain. The district will ensure that the project is completed on-time and within budget using a project management activity tasks list. This activity list will include the person responsible, the start date, the end date, and the outcome measure, and the deliverable. Each activity owner, at the monthly Implementation Team meetings, will report project status monthly. The Project Director will then compile the status and submit a monthly synopsis via email to each member of the Management Leadership Team. A more detailed status report will be presented to the Management Leadership Team at their quarterly meetings. Any changes in the project plan and deliverables will be brought to the Management Leadership Team for approval.

A yearly project status summary will be presented to the district school board. The district will ensure that the project is executed within budget. The district has a financial manager to manage all grant funds to ensure that expenditures are legal and for the purposes designated by the grant. A monthly expenditure detail report will be presented to the Project Director each month. The Project Director will provide a summary budget report to the monthly Implementation Team and will add the budget summary to the project summary reported monthly to the Management Leadership Team. Necessary budget changes will first be approved by the Implementation Team.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Floydada ISD has in place 1 part of the planned EEIP program:

District Recruitment and Hiring Process – the district has a detailed hiring and recruitment process in place, which is well documented and observed by all staff.

This program will remain as part of the EEIP program but there will be no funding supplanted to support these activities.

All program participants have committed to the EEIP program prior to submission of the grant application and all participants will remain engaged in the Floydada ISD EEIP program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	On-Demand Reports	1.	On-demand reports include standard reports to track Project progress anytime.
		2.	
2.	Monthly Reports	1.	Reports prepared monthly for the Board of Director's Committee meetings. Information included in the reports will be requested by the Project Director and based on issues to be discussed.
		2.	Monthly reports by campus as to the number of observations, formal evaluations, number of staff meetings or PLC's, number of professional development opportunities.
3.	Quarterly Reports	1.	Reports based on TEA Performance measures information will be prepared quarterly.
		2.	90 Day Strategy Reports to TEA
		3.	Quarterly Reports regarding critical success factors and milestones.
4.	Annual Performance Reports	1.	Annual TEA Performance measures reports will be prepared each year.
		2.	EOY report regarding critical success factors and milestones.
		3.	EOY report regarding performance measures and other factors.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The external evaluation agency has designed a plan that is robust and cost effective and is framed by the project goals and objectives. Project measures were aligned to EEIP program goals and developed with the site based decision committee. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC standards, and will monitor these benchmarks to monitor progress on meeting objectives.

During this 30-day rapid startup, a detailed summative evaluation design will be developed to assess the likely contribution of the project to improve student outcomes identified in the performance measures. The evaluator will collect, synthesize, and analyze both qualitative and quantitative data to track specific outcomes related to mentoring and induction, teacher/principal evaluation, recruiting and hiring, and professional development. For example, for the mentoring/induction goal, we will focus on the effectiveness in meeting the following objectives: retaining quality teachers; improving student achievement by improving teacher and principal performance; supporting a comprehensive system for strategic compensation and retention; and facilitating a seamless transition into the first year of teaching.

In addition we will correlate each professional development activity and teacher evaluation milestone to student academic gains using the Wexford Data Evaluation System (WDES). The evaluation will be comprehensive and ongoing and include multiple criteria that are directly related to program goals and objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Floydada ISD currently has an Induction system (Part of the HR Program) which provides new teachers and beginning teachers with the training, district policy and procedure information, curriculum and instruction information and other information required for new staff. FISD does not have a well-designed and funded Mentor Program.

With EEIP grant funding FISD will design and implement a new Mentor Program for new teachers, beginning teachers and teachers in need of assistance.

FISD mentor program provide the following objectives:

- Retaining quality teachers;
- Improving beginning teachers' skills and performance;
- Supporting teacher morale, communications, and collegiality;
- Building a sense of professionalism, positive attitude;
- Facilitating a seamless transition into the first year of teaching;
- Putting theory into practice; and
- Preventing teacher isolation.

The specific responsibilities of the mentor advisory committee should encompass, but are not limited to, the following:

- A commitment to beginning teacher support and assessment;
- The management and delivery of support and assessment services to beginning teachers;
- The development of a clearly stated purpose that is grounded in research, supports the standards of learning, and includes the appropriate use of technology;
- The development of beginning teacher participation requirements and expectations as a condition of employment;
- The possession of authority over the details of program design and implementation;
- The delineation of the roles and responsibilities of mentor teachers;
- The criteria for the selection of mentor teachers and incentives for participation;
- The development of the mentor teacher training program and a plan for implementation;
- The creation of an evaluation plan;
- The identification of building principal responsibilities; and
- The allocation and use of resources - allocation of personnel time and resources to enable the beginning teacher mentor program to deliver planned services and maximize beginning teacher success.

The program design must incorporate the following:

- Opportunities for communication and feedback among program participants, such as administration office staff, campus principals, mentor teachers, beginning teachers, etc.
- Development of formal and informal linkages among participants, such as institutions of higher education, professional organizations and associations.
- Provision of adequate release time for mentor teachers during the contract day.
- Support services appropriate to the working conditions experienced by beginning teachers such as teaching assignments for beginning teachers that optimize their chances for success, and provision of additional time and resources when beginning teachers are placed in more challenging settings.
- Professional development activities for beginning teachers that are designed to implement activities that are responsive to the individual teacher needs and concerns and should be derived, in part, from formative assessment information.
- Flexible support systems for the district and the campus when a mentor with the content background or at the appropriate grade level is not available.

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The following selection criteria require that mentors must:

(i) be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors;
(ii) be assigned a limited number of teachers at any time; instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time; and
(iii) guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence.

Additional selection criteria that are well-defined, justifiable, and consistent with mentor responsibilities:

- A history of proficient or outstanding performance appraisals;
- The recommendation of the school principal;
- The completion of mentor training;
- Recognition as an outstanding teacher who maintains positive peer relations;
- Three years of successful teaching experience;
- Understanding of beginning teacher development;
- Willingness to participate in support provider/assessor training;
- Understanding of formative assessment processes;
- Ability to discuss assessment information and share instructional ideas and materials with beginning teachers;
- Possession of effective interpersonal and collaborative skills; and
- Commitment to their own professional growth and learning.

Components of the mentor training program may also include the following:

- Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection;
- Utilizing best instructional practices, classroom management, and organization;
- Dealing with difficult or resistant people and conflict resolution;
- Enhancing communication skills and building relationships;
- Clarifying mentor's roles and responsibilities;
- Practicing time management; and
- Developing knowledge of school/district policies and procedures including student assessment, curriculum, guides, and supplemental resources.

The evaluation of the mentor teacher program should involve three major components:

1. Evaluation of the program;
2. Definition of the sources of data; and
3. Standard document design.

Evaluation of the mentor teacher program should focus on its effectiveness in meeting the following goals:

1. Retaining quality teachers;
2. Improving teaching performance;
3. Supporting teacher morale, communication, and collegiality; and
4. Facilitating a seamless transition into the first year of teaching.

The evaluation should be comprehensive and ongoing and should include multiple criteria that are related to program goals and objectives.

The Mentor Program provides a mentor to a new teacher that is hired as well as a teacher new to teaching. We also have an Executive Director of Curriculum who will assist with professional development activities and the implementation of all instructional practices that are either being implemented or are already in place.

Mentors are provided training, stipends, mentor/mentee meeting and release time as well as mentee observation opportunities. Staff who wishes to participate as a mentor applies through the District's HR department and follows the policies and procedures that are in place.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Floydada ISD currently has a tool for multiple observations using the TAP process. The program also produces a summary report that is detailed and comprehensive and displays data in charts and graphs as well as percentages. A list of teachers is also provided for the campus and the number of observations to date.

All principals and assistant principals are trained to use this tool and they also perform the observation of teachers on their campuses.

Each teacher on each campus is observed using this observation tool at least 2 times per month for 8 to 10 minutes and if needed more observations are performed for teachers in need of additional assistance. Principals meet with teachers to discuss the results and formulate a plan for improvement if needed or if there is a trend in certain areas, the staff might meet to plan some type of professional development either internal or external as needed.

The observation tool is used as a formative improvement of instructional practices.

This observation tool will become the observation/walkthrough format that the district will continue to use as part of their EEIP program. All principals, teachers and administrators are familiar with the process and data and the tool works for the district as it is.

The walk-through process can benefit teachers in many ways. Teachers benefit by learning to use reflection to increase their knowledge, skills, and performance; strategically aligning classroom instruction to district curriculum; and increasing student learning across grade levels.

The TAP rubrics operationalize each of the standards on a 5-point scale. Teachers are assigned a rating in each of the standards resulting in a detailed picture of that teacher's instructional practice. Each standard is defined with narrative description at the exemplary, proficient and unsatisfactory level, i.e. at 5, 3, and 1 on the five-point scale. The rubrics do not include a narrative description for scores of 4 and 2, but raters are trained to assign the intermediate scores for teaching that comes in between the detailed descriptions that are given.

Instructional Rubric Standard – Lesson Structure and Pacing
Standard – Lesson Structure and Pacing

Exemplary (5)

- All lessons start promptly.
- The lesson's structure is coherent, with a beginning, middle, and end and time for reflection.
- Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.
- Routines for distributing materials are seamless.
- No instructional time is lost during transitions.

Proficient (3)

- Most lessons start promptly.
- The lesson's structure is coherent, with a beginning, middle and end.
- Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.
- Routines for distributing materials are efficient.
- Little instructional time is lost during transitions.

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Unsatisfactory (1)

- Lessons are not started promptly.
- The lesson has a structure, but may be missing closure or introductory elements.
- Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.
- Routines for distributing materials are inefficient.
- Considerable time is lost during

District leaders and principals in a sample of schools in one large urban district reported that the data from walk-throughs gave them a better understanding of how well teachers were able to identify and move students in and out of support programs. This finding led them to make adjustments in the professional development they provided (Supovitz & Weathers, 2004).

Other studies point to the value of district-designed walk-throughs in developing shared understandings of high-quality practice. Training in the use of valid and reliable data-collection instruments and clear rubrics play an important role in creating a common language and communicating district priorities (Coburn, Honig, & Stein, in press).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Floydada ISD had decided to continue using the TAP Observation System as the formal evaluation process for the district. According to grant program guidelines the formal evaluation process must be conducted 2 times per semester for each teacher for a total of 4 times during the school year. The district will need to train additional approved observers in order to complete the required formal evaluations per year. The formal evaluation process takes approximately 45 minutes. TAP offers multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations.

Launched in 1999 by education pioneer Lowell Milken and colleagues at the Milken Family Foundation, TAP restructures and revitalizes the teaching profession by providing teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system and performance-based compensation.

Multiple Career Paths
Powerful opportunities for new roles and responsibilities, and commensurate pay

Ongoing Applied Professional Growth
Continuous, job-embedded professional development during the school day focused on specific teacher and student needs

Instructionally Focused Accountability
Fair and meaningful evaluations based on clearly defined, research-based standards

Performance-Based Compensation
Salaries and bonuses tied to roles and responsibilities, instructional performance and value-added student learning gains

As a result of TAP, effective teachers can advance professionally and earn higher salaries, just as in other careers. And they can do so without leaving the classroom, where they are needed most. Effective principals are recognized for outstanding performance, as well as supported in working with teacher leaders to drive instructional excellence in every classroom.

Results
TAP's comprehensive educator evaluation and support structures reap student achievement gains while providing states and districts a viable process to improve the highest-need schools.

Research demonstrates that:

- TAP teachers produce higher student achievement growth than similar non-TAP teachers.
- TAP schools produce higher school-wide student achievement growth than similar non-TAP schools.
- TAP helps retain effective teachers at schools where high teacher turnover threatens student achievement.
- TAP recruits excellent teachers to high-need schools.
- More than 72% of TAP teachers nationwide report high levels of collegiality

With more than a decade of on-the-ground experience in schools and districts across the country, the TAP system is a proven reform that works.

TAP System Training Portal
TAP is continually developing new, more powerful resources to support teachers in improving their skills and increasing student achievement. The latest such resource is the TAP System Training Portal, an interactive Web tool that provides individualized TAP trainings and support. The portal is designed to provide real-time access to users and contains the

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most up-to-date trainings for TAP leaders to download, review and deliver to teachers in order to improve instruction. The portal also houses all of the relevant resources to support a state-of-the-art teacher evaluation system.

Teacher in Need of Assistance (TINA's)

(A) A teacher whose performance meets one of the following circumstances will be designated as a "teacher in need of assistance":
(1) a teacher who is evaluated as unsatisfactory in one or more domains; or
(2) a teacher who is evaluated as below expectations in two or more domains.
(B) When a teacher is designated as a teacher in need of assistance, the certified appraiser and the campus principal will, in consultation with the teacher, develop an intervention plan that includes the following:
(1) domain(s) that designate a teacher as a teacher in need of assistance;
(2) directives or recommendations for professional improvement activities;
(3) evidence that is used to determine successful completion of professional improvement activities;
(4) directives for changes in teacher behavior;
(5) evidence that is used to determine if teacher behavior has changed; and
(6) specific time line for successful completion.
(C) In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan.
(D) A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.
(E) The intervention plan will include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.
(F) An intervention plan may be developed at any time at the discretion of the certified appraiser when the certified appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory."

Rigorous and accurate evaluation must take place in order to provide educators with realistic and meaningful feedback on their performance and a clear path toward improvement. (Increasing Educator Effectiveness, February 2013). From 2007-2011, students in the Consortium of Algiers Charter Schools in New Orleans, Louisiana have demonstrated tremendous growth in math and reading. Over those five years, the percentage of students considered proficient on Louisiana state assessments has increased by approximately 25 percent. The educators who have facilitated this growth attribute much of this success to transparent analysis of both formative and summative assessment through weekly job-embedded professional development aligned with extensive support. (John Eckert, February 2013)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each of FISD's campuses has different times during a week for collaboration opportunities, currently used for various activities. The district will allow for regular collaboration opportunities within the school week for teachers on each campus to discuss and share pedagogical strategies through the professional learning communities' model. These meetings will be steered by the principal or EEIP personnel.

Supporting teachers as individuals as well as teams creates a collaborative environment that emphasizes learning and improvement. Sites have created systems where collaboration is prioritized, supported, and incentivized. Teams of teachers meet together at all of these sites, sometimes led by master or mentor teachers, to examine evidence and focus on student learning. Contrary to fears that performance pay will decrease collaboration, several sites have demonstrated increased collaboration. Interestingly, none of these sites has supported a fixed-tournament where teachers compete against each other for bonuses. *(Jonathan Eckert, February 2013).*

PLC's

The professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement. The literature on professional learning communities repeatedly gives attention to five attributes of such organizational arrangements:

- supportive and shared leadership,
- collective creativity,
- shared values and vision,
- supportive conditions, and
- shared personal practice.

Supportive and Shared Leadership

The school change and educational leadership literatures clearly recognize the role and influence of the campus administrator (principal, and sometimes assistant principal) on whether change will occur in the school. It seems clear that transforming a school organization into a learning community can be done only with the sanction of the leaders and the active nurturing of the entire staff's development as a community. Thus, a look at the principal of a school whose staff is a professional learning community seems a good starting point for describing what these learning communities look like and how the principal "accepts a collegial relationship with teachers" (D. Rainey, personal communication, March 13, 1997) to share leadership, power, and decision making.

Collective Creativity

In schools, the learning community is demonstrated by people from multiple constituencies, at all levels, collaboratively and continually working together (Louis & Kruse, 1995). Such collaborative work is grounded in what Newmann (reported by Brandt, 1995) and Louis and Kruse label reflective dialogue, in which staff conduct conversations about students and teaching and learning, identifying related issues and problems. Griffin (cited by Sergiovanni, 1994a, p. 154) refers to these activities as inquiry, and believes that as principals and teachers inquire together they create a community. Inquiry helps them to overcome chasms caused by various specializations of grade level and subject matter. Inquiry forces debate among teachers about what is important. Inquiry promotes understanding and appreciation for the work of others. . . . And inquiry helps principals and teachers create the ties that bond them together as a special group and that bind them to a shared set of ideas. Inquiry, in other words, helps principals and teachers become a community of learners.

Shared Values and Vision

"Vision is a trite term these days, and at various times it refers to mission, purpose, goals, objectives, or a sheet of paper posted near the principal's office" (Isaacson & Bamburg, 1992, p. 42). Sharing vision is not just agreeing with a good idea; it is a particular mental image of what is important to an individual and to an organization. Our staff will be encouraged not only to be involved in the process of developing a shared vision but to use that vision as a guidepost in making decisions about teaching and learning in the school.

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Supportive Conditions

Several kinds of factors determine when, where, and how the staff can regularly come together as a unit to do the learning, decision making, problem solving, and creative work that characterize a professional learning community. In order for learning communities to function productively, the physical or structural conditions and the human qualities and capacities of the people involved must be optimal (Boyd, 1992; Louis & Kruse, 1995).

Shared Personal Practice

Review of a teacher's behavior by colleagues is the norm in the professional learning community (Louis & Kruse, 1995). This practice is not evaluative but is part of the "peers helping peers" process. Such review is conducted regularly by teachers, who visit each other's classrooms to observe, script notes, and discuss their observations with the visited peer. The process is based on the desire for individual and community improvement and is enabled by the mutual respect and trustworthiness of staff members.

Outcomes of Professional Learning Communities for Staff and Students

What difference does it make if staff is communally organized? What results, if any, might be gained from this kind of arrangement? An abbreviated report of staff and student outcomes in schools where staff are engaged together in professional learning communities follows. This report comes from the summary of results included in the literature review noted above (Hord, 1997, p. 27).

For staff, the following results have been observed:

- reduction of isolation of teachers
- increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission
- shared responsibility for the total development of students and collective responsibility for students' success
- powerful learning that defines good teaching and classroom practice and that creates new knowledge and beliefs about teaching and learners
- increased meaning and understanding of the content that teachers teach and the roles they play in helping all students achieve expectations
- higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students
- more satisfaction, higher morale, and lower rates of absenteeism
- significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools
- commitment to making significant and lasting changes and
- higher likelihood of undertaking fundamental systemic change (p. 27).

For students, the results include:

- decreased dropout rate and fewer classes "skipped"
- lower rates of absenteeism
- increased learning that is distributed more equitably in the smaller high schools
- greater academic gains in math, science, history, and reading than in traditional schools and
- smaller achievement gaps between students from different backgrounds (p. 28).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The district will take steps to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data.

Currently all FISD campuses routinely review formal and informal student assessment data on a weekly basis. With the implementation of the EEIP program, the district will now provide professional development activities and opportunities tied to observation and formal evaluation results on a weekly basis through PLC's as mentioned on Statutory Requirement 4. EEIP personnel will receive training to decipher observation and formal evaluation results in order to determine the appropriate professional development.

Professional development will also be provided for implementation and start-up of the EEIP program.

Additional outside professional development will be provided from various PD providers such as Region 1 and other providers that the district selects to meet their EEIP needs.

With schools today facing an array of complex challenges - from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals - observers continue to stress the need for teachers to be able to enhance and build on their instructional knowledge.

Parsing the strengths and weaknesses of the vast array of programs that purport to invest in teachers' knowledge and skills continues to be a challenge. Today, professional development activities include formal teacher induction, the credits or degrees teachers earn as part of recertification or to receive salary boosts, the national-board-certification process, and participation in subject-matter associations or informal networks. (Sawchuk, Nov. 10, 2010a).

Historically, administrators have favored the workshop approach, in which a district or school brings in an outside consultant or curriculum expert on a staff-development day to give teachers a one-time training seminar on a garden-variety pedagogic or subject-area topic. Criticized for their lack of continuity and coherence, workshops have at least in theory fallen out of favor. The federal No Child Left Behind Act of 2001, for instance, defines all professional development funded through the law to include activities that "are not one-day or short-term workshops or conferences." There is little evidence to suggest that states and districts adhere to this directive.

Even so, many teachers still appear to receive much of their professional development through some form of the one-shot workshop. Survey data from the National Center for Education Statistics, the most recent publicly available, show that in the 1999-2000 school year, 95 percent of teachers took part in workshops or training in the previous 12 months, compared with 74 percent who reported working in an instructional group and 42 percent who participated in peer observation (Broughman, 2006). The NCES has since conducted two additional administrations of the SASS, but updated data on these questions have not yet been made public.

A major three-part study by the Stanford Center for Opportunity Policy in Education, in partnership with the National Staff Development Council (now Learning Forward), provides some of the most up-to-date descriptive information on professional-development trends in the United States.

The study, released in three phases in 2009 and 2010, drew on a variety of sources, including reviews of mainly qualitative literature, research on teacher learning in developed countries, surveys of teachers conducted by the Learning Forward group, survey data from the annual MetLife Survey of the American Teacher, and data from three administrations of the federal Schools and Staffing Survey. Among other findings, the reports stated that:

- U.S. teachers generally spent more time instructing students and less time in professional learning opportunities

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with their peers than those in top-performing countries.

- As of 2008, 78 percent of beginning teachers reported having had a mentor, though not always in the teacher's content area, up from 62 percent in 2000.

- The intensity of other types of professional development decreased between 2004 and 2008. Training of at least nine to 16 hours on the use of computers for instruction, reading instruction, and student discipline all declined notably, while training of up to eight hours in those areas increased. Training in content, however, increased during that time period.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Floydada ISD has been a TAP district for years and will continue with the TAP program for our EEIP program. Performance-based compensation. Teachers in TAP schools have the opportunity to earn bonuses each year based on their observed skills, knowledge, and responsibilities; their students' average growth in achievement; and the entire school's average growth in achievement. Master and mentor teachers receive additional compensation based on their added roles and responsibilities. The district will develop during the grant period an evaluation rubric for our principals.

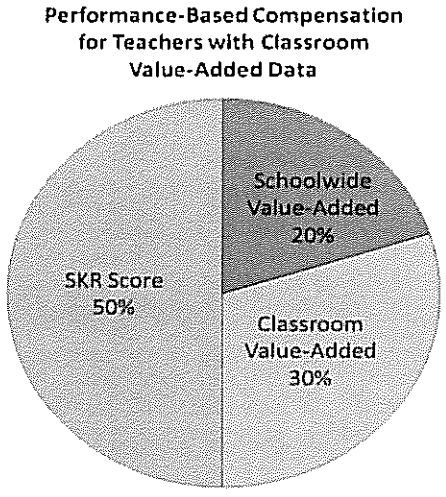
TAP Incentives Based on Evaluations

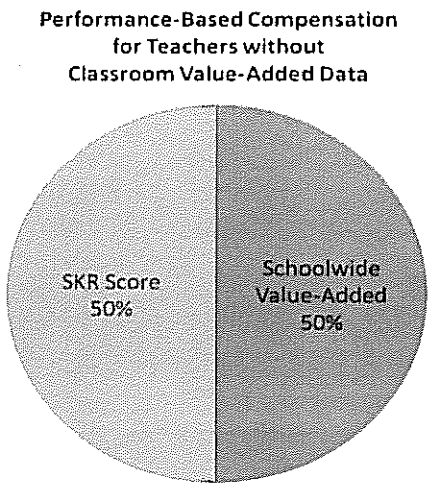
TAP performance incentives are awarded annually based on multiple measures that constitute the TAP evaluation structure. A recommended minimum of $2,500 is allocated for each teacher in a school's performance award fund. The total fund is separated into up to six pools, according to a teacher's role (i.e., career, mentor, master) and whether a teacher has the necessary data to measure their individual classroom achievement gains. The award pool is apportioned according to a teacher's SKR score, classroom achievement gains, and school achievement gains. Each criterion must be assigned a weight that determines what percentage of the award pool is designated for that category.

To ensure the balance of this multiple-measure system, TAP recommends that 50% be allocated for bonuses based on the SKR score and 50% for bonuses based on value added. Within the category of value added, 30% is typically allocated for classroom achievement gains and 20% for school-wide achievement gains. In the case that a teacher's subject or grade is not tested, the full 50% is allocated for school-wide gains. This balanced approach also ensures that the classroom value-added measure by itself represents less than a third of the total for any teacher in any one year. The use of multiple measures ensures that no single number determines a teacher's compensation or career status.

Each teacher must meet minimum levels of performance to be eligible to earn portions of the award set aside for each criterion. In order to receive the award pool designated under the SKR score component, career teachers must earn an SKR score of no less than 2.5. Mentor teachers are held to a higher expectation and are required to earn no less than an SKR score of 3.5. Lastly, fitting with the expertise expected, master teachers are required to earn an SKR score of at least 4 in their evaluations. In order to earn portions of the award pool set aside for classroom value added, all teacher types are required to have performed at the average teacher gain in the state or comparable district, in other words, earn no less than 3. Similarly, for teachers to earn the school-wide value-added portion of the award pool, the school must attain a value-added score of no less than 3, in other words achieve a year of academic growth as compared to other schools with similar students.

TAP Teacher Incentive Weights





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Schedule #16—Responses to Statutory Requirements

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Floydada ISD has a current Recruitment and Hiring Process in place in the district. They have tools, applications, rubrics, interview processes, and recruitment processes defined in their HR Handbook. Funding from the EEIP grant will not be provided for this statutory requirement since the program is already in place.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Floydada ISD has been involved in educator excellence since the inception of the Texas Educators Excellence Grant. We have continuously sought out funding so that are excellent educators are rewarded. NIET recognizes that an effective teacher is the most important school-based factor impacting student achievement, and therefore providing the best teachers for students is of the upmost importance. Fortunately being a recipient of the TIF grant has enabled the district to reward excellent educators that have made a tremendous impact on student achievement.

There are many reform efforts underway in schools throughout the U.S. to improve the teaching workforce. Most of these efforts focus on a particular area of improvement such as increasing professional development opportunities for teachers, or providing incentives such as signing bonuses or loan forgiveness to new teachers entering the classroom. Many reforms are making an impact in a small way; however, they do not provide the comprehensive approach that is needed.

After an extensive review of the research on school improvement efforts as well as years of working with talented teachers, the Milken Family Foundation recognized the need for a multi-faceted strategy that restructures schools in order to improve the teaching profession.

As a result, Lowell Milken and the Milken Family Foundation created TAP™: The System for Teacher and Student Advancement, a comprehensive school reform system that provides powerful opportunities for career advancement, professional growth, instructionally focused accountability and competitive compensation for educators. Through the implementation of four interrelated key elements, teachers are improving their instruction and the achievement of their students.

TAP Multiple Career Paths as an Enabling Structure

One of the critical issues in any personnel evaluation system is feasibility. If cost were no object, we could have an expert in every classroom observing every teacher every day. To be practical and effective, any classroom evaluation system must have an affordable structure in-place in the school with sufficient trained staff to carry out the observations, counsel teachers on the results, and support teachers in their efforts to improve.

At the same time, there are highly skilled teachers who want to advance their careers and earnings potential without becoming a school or district administrator. The TAP system provides such individuals with the opportunity to become master or mentor teachers, largely responsible along with their principals for the evaluation and professional growth elements of TAP in their schools. Along with the certification process for evaluators, the TAP element of multiple career paths provides a school with a cadre of trained professionals to carry out classroom observations, lead cluster groups in professional growth based on the feedback resulting from such observations, and mentor teachers in their professional growth process. This is accomplished at less cost - and greater contextual awareness and effectiveness - than bringing in outsiders to carry out classroom observations.

In TAP schools, skilled teachers have the opportunity to serve as master and mentor teachers, receiving additional compensation for providing high levels of support to career teachers. Master and mentor teachers form a leadership team, along with the principal, to deliver school-based professional support and conduct evaluations with a high level of expertise.

Floydada ISD will offer qualified staff positions, with paid stipends for taking on additional responsibility, for the following positions:

Master Teachers
Mentor Teachers
Teacher Observers

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Each position will have a detailed job description developed by the district during the implementation phase of our EEIP grant. Positions will be posted on our website and personnel will be able to interview for this TAP career pathway positions.

Weighting in the Skills, Knowledge, and Responsibilities Score

In each domain of the Skills, Knowledge, and Responsibilities (SKR) rubrics, performance ratings on the indicators comprising that domain are averaged and used to assign a single score. Each domain average is then assigned a weight on which performance awards are based, as shown:

Domain Weights by Teacher Type

Domain Weights	Career	Mentor	Master
Designing and Planning Instruction	0.15	0.15	0.15
Learning Environment	0.05	0.05	0.05
Instruction	0.75	0.60	0.40
Responsibilities	0.05	0.20	0.40

This weighting scheme accounts for differentiation of teacher roles. Mentor and master teachers assume additional roles and responsibilities to provide support to other teachers while remaining classroom instructors. Accordingly, the weighting for designing and planning instruction and learning environment is common across all three teacher types in keeping with teachers 'continued instruction of students in each position. As part of their roles, mentor and master teachers assume greater responsibilities outside of the classroom assisting other teachers and overseeing the implementation of TAP. For instance, mentor and master teachers are provided with release time to engage in coaching and evaluation activities. The weighting for mentor and master teachers accounts for their assumption of leadership activities through reduced weighting in instruction and increased weighting on responsibilities.

Additionally, ratings are weighted differentially according to the evaluators' role, as shown in Table B2. These weighting accounts for the varying levels of precision and knowledge expected to have been gained in the roles of administrator, master teacher, and mentor teacher. Master teachers can be evaluated either by mentor teachers or their master teacher peers, though the evaluations of their administrators are accorded the most weight. At the end of the year, the teachers' observation ratings are averaged with these weights to produce a SKR score.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

At this time we are not aware that a waiver is needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without grant funding through the ***Educator Excellence Innovation Program (EEIP)*** grant program, the district would not be able to fund a project of this magnitude and scale. FISD has 70 teachers, 3 principals, and several other administrators eligible to participate in the EEIP program.

Floydada ISD is a small rural Texas school district will continue with existing programs such as the District Recruitment and Hiring Process which has a detailed hiring and recruitment process in place, which is well documented and observed by all staff, we would not be able to fund a project of this size.

Floydada ISD is a small rural Texas school district and does not have available funding for a project of this type and scope which would require a program with 6 requirement program components and 2 preferred program components, in addition to the strategic compensation, career pathways, professional development, payroll costs, professional and contracted services costs, supplies and materials costs, and other operating costs.

All other state and federal funding sources available to the district are budgeted for other activities. FISD will continue to seek other funding through a federal, state, and foundation grants or any other program funds available in order to implement a similar program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 077-901 | Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity	Timeline
Plan implementation of the FISD EEIP program	April 2014
Select staff to fill positions, paid with extra-duty pay	April 2014
Design and test observation and formal evaluation rubric	April – May, 2014
Implementation Training for the EEIP Program	Summer 2014
Monthly professional development plan for each campus	Summer 2014
Develop a schedule for observations and formal evaluations	Summer 2014
Implement the EEIP program	August 2014
Begin Year 1 formal evaluations – 2 per semester per staff	August 2014
Begin Year 1 observations – weekly	August 2014
Submit data to data analysis vendors for value-added scores	March 2015
Complete Year 1 formal evaluations – 2 per semester per staff	May 2015
Submit final reports to TEA for Year 1	August 2015
Begin EEIP Program for Year 2	August 2015
Begin Year 2 formal evaluations – 2 per semester per staff	August 2015
Begin Year 2 observations – weekly	August 2015
Select staff to fill positions, paid with extra-duty pay – Y2	August 2015
Provide staff strategic compensation	November 2015
Submit data to data analysis vendors for value-added scores	March 2016
Complete Year 2 formal evaluations – 2 per semester per staff	May 2016
Complete Year 2 EEIP program	August 2016
Submit final reports to TEA for Year 2	August 2016
Apply for EEIP program for Years 3 and 4	August 2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 077-901	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Floydada ISD provided a survey to staff to demonstrate support for both the decision to participate in the grant program and the general grant program parameters. We have 95% agreement from staff, educators, administrators, principals, etc. The district has on file the actual documentation of the personnel support evidence.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Floydada ISD's participation in the EEIP program with be district-wide and will include ALL 3 of our campuses:

1. Floydada High School - 077-901-001
2. Floydada School - 077-901-041
3. A B Duncan Elementary School – 077-901-101

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